

MAILING INSTRUCTIONS: The ORIGINAL and FOUR (4) copies of this application must be RECEIVED at the STATE address indicated by 5:00 p.m., April 23, 2003.

MICHIGAN DEPARTMENT OF EDUCATION

February 21, 2003

GRANT ANNOUNCEMENT

2003-2004 Initial or Expansion Application for State-Funded Michigan School Readiness Program Competitive Grants

This application includes:

Grant Announcement

Part I General Information

Part II Additional Information

Part III Review Process and Review Criteria Information

Part IV Program Characteristics

Part V Application Information and Instructions and Review Criteria

Application Checklist

Application Form (IM-02-23-C)

NATURE OF ACTION REQUESTED: Voluntary

The Michigan Department of Education is pleased to announce the availability of funds for the Michigan School Readiness Program Competitive Grants for children “at risk” of becoming educationally disadvantaged who will be at least four, but less than five years of age as of December 1, 2003. The Michigan Department of Education Appropriation Act, Public Act 522 of 2002, provided \$12,250,000 for Michigan School Readiness Program grants to be awarded to public and private, nonprofit and other community agencies through a competitive grant award process. It is expected that legislation introduced for 2003-2004 will continue level funding. Criteria were approved by the State Board of Education at its meeting on December 12, 2002.

The 2003-2004 Competitive Grant Application for the Michigan School Readiness Program (IM-02-23-C), containing the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov/mde>. Applications must be received at the Michigan Department of Education by April 23, 2003. An **ORIGINAL and FOUR (4) copies** of the completed application must be submitted at that time.

Questions regarding the 2003-2004 Michigan School Readiness Program Competitive Grants may be directed to Judy Levine, Consultant, Early Childhood and Parenting Programs, at (517) 373-8664.

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**Michigan Department of Education
Office of School Excellence
EARLY CHILDHOOD AND PARENTING PROGRAMS**

**APPLICATION FOR 2003-2004 MICHIGAN SCHOOL READINESS PROGRAM
COMPETITIVE GRANTS**

Part I: General Information

INTRODUCTION

The Michigan Department of Education is pleased to announce the availability of funds for the Michigan School Readiness Program Competitive Grants for children “at risk” of becoming educationally disadvantaged who will be at least four, but less than five years of age as of December 1, 2003. The Michigan Department of Education Appropriation Act, Public Act 522 of 2002, provided \$12,250,000 for Michigan School Readiness Program grants to be awarded to public and private, nonprofit and other community agencies through a competitive grant award process. It is expected that legislation introduced for 2003-2004 will continue level funding. Of the anticipated \$12,250,000, \$4,006,200 will be used to fund eligible continuation grants that began operation during 2001-2002 and 2002-2003. The remaining \$8,243,800 of the allocation will be used to fund applications for (new) initial and expansion grants at \$3,300 per child. Criteria were approved by the State Board of Education at its meeting on December 12, 2002.

GRANT PURPOSE

The purpose of this grant is to enable recipients to establish or expand high quality preschool programs designed to improve the readiness and subsequent achievement of children “at risk” of becoming educationally disadvantaged. Programs funded through this state grant program must be designed to meet the comprehensive needs of four-year-old children and must provide opportunities for the active involvement of parents in program planning and implementation.

STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES

The State Board of Education has adopted as its Strategic Goal “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on chronically underperforming schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and Strategic Initiatives. The Competitive Michigan School Readiness Program will address the strategic goal by giving priority to applications that propose to service children who live in the attendance area of underperforming schools. In addition, the grants address the initiatives regarding the integration of schools and communities and ensuring early childhood literacy. Other initiatives may be addressed through specific grant proposals.

TARGET POPULATION TO BE SERVED BY GRANT

Children eligible for the grant-funded program are those who are at least four years of age by December 1, 2003 and exhibit at least two of the individual or familial factors which place children “at risk” or in need of special assistance as established by the State Board of Education Report, “Children at Risk” approved on April 5, 1988. Legislation requires that more than 50 percent of the children served must meet the income qualifiers that place them in low-income categories.

ELIGIBLE APPLICANTS

The proposed grant appropriation of \$12,250,000 will be used for early childhood programs operated by any public or private non-profit legal entity or agency other than a local or intermediate school district except a local or intermediate school district acting as a fiscal agent for a child caring organization regulated under Act Number 116 of the Public Acts of 1973, as amended, being Section 722.111 to 722.128 of the Michigan Compiled Laws.

A separate appropriation for early childhood programs operated by local and intermediate school districts and public school academies is included in the State School Aid Act for 2003-2004. Because of this, the Legislature intended that the only local and intermediate school districts that may apply for competitive grant funds are those acting as fiscal agents for Head Start programs.

Complete documentation of the agency/organization’s status as a public or private non-profit legal entity including any affecting legislation, legal contracts or agreements of designation, certification of incorporation as non-profit organization, and IRS 501C-3 tax status must be provided as part of the submitted application for review and approval by the Michigan Department of Education, as assisted by assigned staff in the Office of the Attorney General.

GRANT RANGE AND FUNDING LIMIT

Non-previously funded agencies or organizations are eligible to apply for a grant award to serve a minimum of eight children to a maximum of 36 children per program for 2003-2004. The amount of \$8,243,800 is available for new grants. Grant awards will be funded at a \$3,300 per child allowance.

Agencies or organizations **immediately previously** funded are eligible to apply for a grant award to serve a minimum of eight children to a maximum of 144 children per program for 2003-2004. All programs will be funded at a \$3,300 per capita allowance.

The Superintendent of Public Instruction will make funding awards, based on reviewer ranking and comments and Department staff recommendations. Proposal developers shall consider the costs of developing, implementing and providing high quality preschool programs and write proposals accordingly.

LENGTH OF AWARD

Grants to fund Michigan School Readiness Programs will be available for programs to operate from October 1, 2003 through September 30, 2004. Competitive grant school readiness program funds for 2003-2004 shall be expended beginning **October 1, 2003 through September 30, 2004**. Grantees funded in the 2002-2003 fiscal year are eligible for continuation of funding in 2003-2004 and will receive priority for funding if all requirements are met, and funding is available.

REJECTION OF PROPOSALS

The Michigan Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

CLOSING DATE AND DELIVERY ADDRESS

ONE (1) ORIGINAL AND FOUR (4) COPIES of the signed Michigan School Readiness Program Competitive Grant Application **MUST** be received by **MAIL by 5:00 p.m. on or before Wednesday, April 23, 2003**. **NO FACSIMILE TRANSCRIPTIONS WILL BE ACCEPTED. Late applications, applications submitted by facsimile or applications submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant without review.**

Applications may be sent regular mail, overnight mail, or express courier, to:

Regular Mail

Michigan Department of Education
Office of School Excellence
Early Childhood and Parenting Programs
P.O. Box 30008
Lansing, Michigan 48909

Overnight/Express Mail

Michigan Department of Education
Office of School Excellence
Early Childhood and Parenting Programs
Hannah Bldg. – 4th Floor, Pillar H-17
608 West Allegan Street
Lansing, Michigan 48933
Telephone: (517) 373-8483

Due to increased security at State of Michigan buildings, hand-delivered applications **CAN NO LONGER BE ACCEPTED** by Early Childhood and Parenting Programs, Michigan Department of Education.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal no more than 10 pages in length, line spacing of 1.5, a font no smaller than Times 12 point, and left and right margins no smaller than .5 inches. This does not include additional pages used for Part E, Chart 3. All application pages must be securely stapled. Special bindings and binders should not be used. Relevant support documents attached to the application must be kept to a maximum of five pages, unless requested. Such support documents are not counted in the 10-page limit. Supplementary materials such as commercial publications and videotapes will not be reviewed and will be returned. Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.

ACKNOWLEDGEMENT

All publications, including reports, films, brochures, and any project materials developed with funding from this program, must contain the following statement: **“These materials were developed with state funds allocated by the Michigan Department of Education.”**

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination; with all requirements and regulations of the Michigan Department of Education; and with appropriate state and local licensing laws and regulations governing child care services for children of the appropriate age group served.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact the Michigan Department of Education for assistance.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to Early Childhood and Parenting Programs at the Michigan Department of Education at (517) 373-8664.

PREPROPOSAL CONFERENCES

Application technical assistance workshops will be held from **9:30 a.m. to 12:30 p.m.** as follows:

Friday, March 14, 2003

Michigan Library and Historical Center
717 W. Allegan Street
Lansing, Michigan 48933
(517) 373-4454

Wednesday, March 19, 2003

Quality Inn of Gaylord
137 West Street
Gaylord, Michigan 49735
(989) 732-7541
(800) 732-7540

The purpose of these meetings is to discuss the Michigan School Readiness Program Competitive Grants and to allow applicants to ask questions related to the application and implementation process. Early Childhood and Parenting Programs staff will be available to provide technical assistance as needed.

Part II. Additional Information

FUNDING PROCESS PAYMENT SCHEDULE

The Michigan Department of Education, Office of Financial Management and Administrative Services, has developed a system which allows grant recipients of federal and state grants to report expenditures and request cash via the Internet.

FINANCIAL REPORTING

A final report of expenditures (DS-4044) will be required for all projects funded under the grant program. This report, completed on-line, will be due within 60 days of September 30, 2004. In addition, each project is to have an audit conducted prior to completing this final report.

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

A *Mid Year Report*, including the *Program Quality Assessment* (PQA), and a final *Narrative Summary Report* on the attainment of the program's objectives and results will be required of all successful applicants. A format for the development of the *Mid Year Report* and the *Narrative Summary Report* will be issued by the Michigan Department of Education. The *Narrative Summary Report* must be provided to the Michigan Department of Education within 45 days of the program's ending date. The Michigan Department of Education will issue the report formats in early 2004. The reports will be used by the Michigan Department of Education to assist in evaluating the effectiveness of programs funded under the state grants program.

Early Childhood and Parenting Programs' staff will conduct on-site monitoring of selected programs utilizing the *Program Quality Assessment* (PQA).

Part III. Review Process and Review Criteria Information

REVIEW PROCESS

All applications will be evaluated using a peer reader review system. Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria Section and all relevant information. The rubrics contained in the application information and instructions will be used as rating instruments in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action. Applicants may wish to refer to the Department of Education's "Proposal Development Guide" for additional assistance in developing their proposals. This guide will be found at: <http://www.michigan.gov/mde>. After accessing the Michigan Department of Education website, click "Grants," click on "Directory of Grant Programs," then click on "Proposal Development Guide" to access the guide.

The maximum score for the following criteria is 200 points.

ADDITIONAL REVIEW FACTORS

In addition to the categories below, the State Superintendent of Public Instruction may apply other factors in making funding decisions, such as (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; (4) evidence that an applicant has performed satisfactorily on previous projects.

Part IV. Program Characteristics

Projects funded by the Michigan School Readiness Program must:

- comply with all state and local licensing laws governing day care services for children (Public Act 116 of the Public Acts of 1973, as amended);
- provide sessions of a minimum of two and one half hours of teacher/child interaction or contact time per day for at least four days per week for a minimum of 30 consecutive weeks spread throughout the full project period of the school year. Programs in their first year of operation must operate for a minimum of 20 weeks. Home-based models must provide a minimum of 20 home visits to each family during the first year of operation and 30 home visits for each continuing year;
- enroll children who are at least four years of age as of December 1 of the year in which the project is offered;
- identify and select children who have at least two of the 25 risk factors which place children educationally at risk or in need of special assistance. Fifty percent of the children enrolled must exhibit Factor #18, low income. Those children require only one additional risk factor;
- employ teachers in a center-based model possessing proper training, including, but not limited to, a valid teaching certificate and an early childhood (ZA) endorsement or a

Child Development Associate credential (CDA) instead of an early childhood (ZA) endorsement; or a bachelor's degree in child development, or a Child Development Associate credential (CDA) combined with an associate's degree in early childhood/preschool education or child development;

- employ teachers in a home-based model with an associate's or bachelor's degree in child or human development, early childhood education, parenting, social work or a Child Development Associate credential (CDA);
- employ paraprofessionals possessing proper training in early childhood development or who have completed at least one course in an appropriate training program, including, but not limited to, a Child Development Associate credential (CDA) or associate's degree in child development or other similar program, as approved by the department. This includes 120 clock hours of documented formal child care education offered by approved training organizations and approved by the Michigan Department of Education staff;
- implement measurable goals and objectives established by the program in the grant application; and
- provide a minimum of four required family contacts, preferably two home visits and two parent/teacher conferences.

Part V: Application Information and Instructions and Review Criteria for the 2003-2004 Michigan School Readiness Program Competitive Grants

APPLICATION REVIEW AND APPROVAL

All applications will be reviewed and rated by staff of the Michigan Department of Education and outside readers. Only those proposals meeting all the identified criteria and not exceeding the total amount of funds available will be recommended for funding to the Superintendent of Public Instruction. All applicants will be notified **in writing** of the action taken by the Superintendent.

REVIEW CRITERIA

All applications will be evaluated on the basis of the criteria described. Narrative sections of the applications should be developed to address each criterion. **Applications ARE NOT TO INCLUDE OR BE SUBMITTED WITH pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.** Two hundred (200) points is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. Points will be deducted for any application that exceeds the ten (10) typewritten pages allowed in Part E. This does not include Part E, Chart 3.

PART A—COVER PAGE/APPLICATION

The agency/organization submitting the application must be fully identified, as well as the contact person for this program. All boxes are to be appropriately completed, including federal ID number, addresses and telephone numbers.

PART A (Page 1a)—ASSURANCES AND CERTIFICATIONS

This page needs an **original signature**. Rubber stamps and copies are unacceptable.

PART B—ACKNOWLEDGEMENT OF EFFORT TO COLLABORATE (10 POINTS)

Community coordination of services to children through public awareness and collaboration should be documented with the Acknowledgement of Effort to Collaborate (Part B – page 2 of application) form and letters of support. At a minimum, acknowledgement forms or letters of support must be included from the following agencies:

- Head Start
- Local school districts/public school academies
- Family Independence Agency
- Department of Community Health
- Local 4C Association (Community Coordinated Child Care) or local child care provider organization or individual local child care providers

Not Recommended for Funding (0-4 points)	Recommended for Funding with Revisions (5-6 points)	Recommended for Funding (7-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: does not include any, or includes one or two collaboration agreements or letters of support.	The proposal: includes three to four collaboration agreements.	The proposal: includes only collaboration agreements specified or documentation of attempt to secure collaboration.	The proposal: includes all collaboration agreements and additional letters of support.

PART C—PROJECT ABSTRACT (5 POINTS)

The Project Abstract (Part C – page 3 of application) must briefly explain the need for the project in the community(ies) for the targeted population (Statement of Needs), describe the activities of the project to meet the needs expressed (Description of Project), provide a synopsis of the expected outcomes of the project (Project Plan), and highlight key people who will be involved with the project (Qualifications of Key Personnel). This page should explain enough of the project to be duplicated and distributed to others who may ask for information about the Michigan School Readiness Program. These explanations must be confined to the page included in the application. This page can be single spaced with a font size of 10 point. An opportunity to fully describe these items is provided in later sections of the application.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-2 points)	Recommended for Funding (3-4 points)	Highly Recommended for Funding (5 points)
The proposal: does not contain a project abstract.	The proposal: has a project abstract that minimally describes the project; portions of the required elements are missing or are labeled “see attached.”	The proposal: provides a project abstract that contains all elements required (statement of needs, description of project, project plan, qualifications of key personnel).	The proposal: clearly and succinctly gives enough information on the project abstract form in each category so that the reader understands the expected outcomes for the staffed project that will address true need in the community.

PART D—PROJECT FACT SHEET (5 POINTS)

The Project Fact Sheet (Part D – page 4 of the application) includes a short answer format that allows the Michigan Department of Education to develop reports that include information on all School Readiness Programs. Applicants must use the enclosed form to complete the information requested.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-2 points)	Recommended for Funding (3-4 points)	Highly Recommended for Funding (5 points)
The proposal: does not contain a Project Fact Sheet.	The proposal: has a Project Fact Sheet with portions of the required elements missing.	The proposal: indicates the number of children to be served, beginning and ending dates of the program, number of weeks of the program, delivery model, and one contact person.	The proposal: indicates the number of children to be served in corresponding delivery model, beginning and ending dates of the program, number of weeks of the program, delivery model, and two contact persons.

PART E—NARRATIVE PROGRAM DESCRIPTION (120 POINTS)

Provide a complete narrative proposal, which addresses all of the required information described below. You may include a total of not more than ten (10) typewritten pages. **Reviewers will be instructed to ascribe points to the first ten (10) pages of the narrative only.**

1. Statement of Need (30 Points)

This section provides a statement of the need for an early childhood program in the community based on the children and families in need of services. Part E, Chart 1 – Four Year Olds Enrolled in Programs (page 5 of application) must be completed.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-14 points)	Recommended for Funding (15-23 points)	Highly Recommended for Funding (24-30 points)
The proposal: does not identify the problem to be addressed, the target population to be served through the program or the schools that children will attend.	The proposal: provides a minimal identification of the problems to be addressed and the target population to be served through the program; schools mentioned are not low-performing.	The proposal: provides an identification of the problems to be addressed, the target population to be served through the program and some information about the schools children will attend.	The proposal: provides explicit identification and clear description of the specific needs to be addressed and the target population to be served through the program, including identification of low-performing schools that the children will attend.
does not explain the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number.	provides a minimal explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number.	provides an explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number.	provides a clear explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested number.
does not provide an explanation indicating how it was determined that this number of children would not be served by other area programs.	provides a minimal explanation indicating how it was determined that this number of children would not be served by other area programs.	provides an explanation indicating how it was determined that this number of children would not be served by other area programs.	provides a clear explanation indicating how it was determined that this number of children would not be served by other area programs.

2. Student Recruitment and Selection (10 points)

The identification and selection of children must be based on two or more factors which place children “at risk” of becoming “educationally disadvantaged and in need of special assistance.”

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-6 points)	Recommended for Funding (7-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: does not provide a process of obtaining legal birth certificate, a certificate of immunizations, proof of a comprehensive health appraisal, proof of income, and documentation of risk factors.	The proposal: provides a process of obtaining some of the items.	The proposal: provides a process of obtaining legal birth certificate, a certificate of immunizations, proof of a comprehensive health appraisal, proof of income, and documentation of risk factors.	The proposal: provides a detailed process of obtaining necessary enrollment data, i.e., documentation of legal birth, certification of immunizations, proof of comprehensive health appraisal, proof of income (for income-eligible children), and documentation of risk factors.
does not provide information about the procedures to recruit, identify and select participants.	provides minimal information about the procedures to recruit, identify and select participants.	provides a description of the procedure(s) to be used to recruit, identify, and select participants determined to be in need of the services provided through the project.	provides a clear and complete description of the procedure(s) to be used to recruit, identify, and select participants determined to be in need of the services provided through the project, including appropriate involvement of advisory group in the process.

3. Proposed Project Plan (20 points)

This section provides information that will allow reviewers to make a determination about the thoroughness and feasibility of the plan.

Center-Based Model:

- a minimum of 2.5 hours of teacher/child interaction or teacher contact time per day for a minimum of four days per week, 20 weeks for agencies in first funding cycle, 30 weeks for re-competing agencies
- daily routine should include time for children to engage in small group activities, large group activities, and reflects opportunities for children to engage in free choice, self-initiated activities for a minimum of 60 minutes each day

Home-Based Model:

- a minimum of 20 home visits to each family during the first program year; 30 visits each continuing year
- each visit must be conducted for a minimum of 60 minutes
- ten group cluster activities the first program year; 15 group cluster activities each continuing year. Cluster group activities must include planned activity for children and planned activity for adults and be conducted for a minimum of two hours.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-12 points)	Recommended for Funding (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal: does not provide a philosophy statement regarding the potential project.	The proposal: provides a philosophy statement regarding the potential project.	The proposal: provides a philosophy statement regarding the potential project and reflects the social, economic, cultural, and familial needs of the community.	The proposal: provides a clear philosophy statement regarding the potential project and considers the social, economic, cultural, and familial needs of the community.
does not provide a description of one comprehensive curriculum model or educational approach.	provides a limited description of the curriculum model or describes curriculum based on a variety of practices without foundational research.	provides a description of one comprehensive curriculum model or educational approach based on theory, research, and proven practice. The components of the approach are identified.	provides a detailed description of one comprehensive curriculum model or educational approach based on theory, research, and proven practice. The components of the approach are clearly identified and used to guide teaching practices.
does not provide a plan for implementing the center-based model or home-based model.	provides a limited description of how the project will be implemented.	describes how the project will meet requirements for a center-based model or a home-based model.	details how the project will meet requirements for the center-based model or a home-based model.
does not provide a description of the daily routine or home visit plan.	provides a limited description of the center-based daily routine or home visit expectations.	provides a description of the daily routine to be implemented in center-based programs or what will happen on weekly home visits in home-based programs.	provides a detailed description of the daily routine for center-based programs or the expected plan for a weekly home visit in the home-based model.

4. Parent Involvement and Family Services (20 points)

This section includes a description of plans for the participation of parents or guardians in the planning and implementation of the Michigan School Readiness Program. Part E, Chart 2 – Advisory Committee (page 6 of the application) should be included.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-12 points)	Recommended for Funding (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal: does not provide plans for the participation of parents or guardians.	The proposal: offers limited opportunities for parents to become involved in the program; i.e., only describes home visits and parent/teacher conferences.	The proposal: provides a description of how parents or guardians will participate in the Michigan School Readiness Program, including home visits, parent/teacher conferences, meetings, workshops, etc.	The proposal: provides a detailed description of how parents or guardians will be involved in the planning and implementation of the Michigan School Readiness Program, minimally including two home visits and two parent/teacher conferences, parent meetings and workshops, advisory role, and newsletters, etc.
does not provide a description of the advisory committee or Chart 2 is not included.	the composition of the advisory committee is incomplete and limited information is provided.	provides a description of the advisory committee which has been (or will be) established to work with the preschool program for four-year-old children (committee composition, projected meeting dates, and planning and evaluation topics to be discussed). Chart 2 is included.	provides a detailed description of the advisory committee which has been (or will be) established to work with the preschool program for four-year-old children (committee composition, orientation plan, projected meeting dates, and how parents are incorporated into discussions of planning and evaluation). Chart 2 is included.
does not provide a description of collaboration and coordination efforts of the agency.	provides some information about collaboration with community organizations.	provides a description of collaboration and coordination efforts that the agency has established with other local agencies or programs operating throughout the wider community.	provides a detailed description of collaboration and coordination efforts that the agency has established with other local agencies or programs operating throughout the wider community to identify and refer families to existing resources.
does not provide a comprehensive list of community groups, organizations, agencies, or other programs to be used as resources.	provides some information about community groups, organization, agencies, or other programs.	provides a list of community groups, organizations, agencies, or other programs, which may provide resources through special arrangements.	provides a comprehensive list of community groups, organizations, agencies, or other programs, identified to provide resources through special arrangements (may be included as an attachment), but not part of the five page support document limit.

5. Supplementary Child Care (20 points)

Legislation for the program indicates that “A program which offers supplementary day care and thereby offers full-day programs as part of its early childhood development program shall receive priority in the allocation of these competitive funds.”

20	The proposal includes a plan for supplemental child care available for children who will attend the program. Child care can be on-site or in another facility.
0	The proposal does not include a plan.

6. Evaluation of Project (20 points)

The proposal includes a detailed plan for evaluating the success of the project. This should include a plan for collecting and analyzing data related to each component of the program. A description of the follow-up study is included.

Components should include:

- Child outcomes
- Curriculum
- Parent involvement
- Advisory Committee

Part E, Chart 3 – Project Plan (page 7 of the application) should be included.

Evaluation of Project

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-12 points)	Recommended for Funding (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide a plan or utilizes an assessment tool that determines program effectiveness.	provides a brief plan, utilizing a self-designed assessment tool to determine program effectiveness.	provides a plan, utilizing a recognized assessment tool, to determine program effectiveness.	provides a detailed plan, utilizing a recognized assessment tool, to determine program effectiveness and discusses how results of the tool will be utilized.
does not provide program objectives that are stated in measurable terms or Part E, Chart 3 – Project Plan is missing.	provides limited program objectives stated in nebulous terms, possibly incapable of being achieved within the project period. Part E, Chart 3 – Project Plan is sketchy.	provides program objectives mostly stated in measurable terms and capable of being achieved within the project period. Part E, Chart 3 – Project Plan is included.	provides program objectives that are clearly stated in measurable terms and are capable of being achieved within the project period. Part E, Chart 3 – Project Plan is included.
does not provide descriptive and/or measurement strategies for each program objective.	provides limited descriptive and/or measurement strategies for each program objective.	provides descriptive and/or measurement strategies for each program objective.	provides clear, descriptive measurement strategies for each program objective.
(FOR PREVIOUSLY FUNDED PROGRAMS ONLY) does not provide a description of the follow-up study of each class of preschoolers matriculated into kindergarten, first and second grades or provides the study design, but no data.	(FOR PREVIOUSLY FUNDED PROGRAMS ONLY) provides a brief description of the follow-up study of each class of preschoolers matriculated into kindergarten, first and second grades. Provides information for each group of preschoolers that attended the program during FY 1999-2000, 2000-2001, and 2001-2002, and describes any additional information relative to student involvement in extracurricular activities and parent participation in parent education and school activities.	(FOR PREVIOUSLY FUNDED PROGRAMS ONLY) provides a description of the follow-up study of each class of preschoolers matriculated into kindergarten, first and second grades. Provides information for each group of preschoolers that attended the program during FY 1999-2000, 2000-2001, and 2001-2002, and describes any additional information relative to student involvement in extracurricular activities and parent participation in parent education and school activities.	(FOR PREVIOUSLY FUNDED PROGRAMS ONLY) provides a detailed description of the follow-up study of each class of preschoolers matriculated into kindergarten, first and second grades. This description includes information regarding successful matriculation, or retention or referral to other services or programs; i.e., special education, compensatory education, etc. Provides information for each group of preschoolers who attended the program during FY 1999-2000, 2000-2001, and 2001-2002, and describes any additional information relative to student involvement in extra-curricular activities and parent participation in parent education and school activities. (FOR PROGRAMS NOT PREVIOUSLY FUNDED) provides a detailed description of the plan to follow-up each class of preschoolers into kindergarten, first and second grades. Describes how the agency intends to collect the follow-up data on each student, plans for reporting the data and any partnerships with local schools that exist to ease the data collection task.

PART F—FACILITY DESCRIPTION (5 POINTS)

The agency/organization must identify each licensed classroom site for the center-based model, which will be used to implement the Michigan School Readiness Program. Part F - Facility Description (page 8 of the application) should be included. Home-based models must describe the location(s) of the group cluster activities, but because the parents will be on-site, it is possible the location(s) will not be licensed.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-2 points)	Recommended for Funding (3-4 points)	Highly Recommended for Funding (5 points)
The proposal: Center-based: does not include information about licensing of the program. Home-based: does not provide a description of the location of the group cluster activities.	The proposal: Center-based: includes a portion of requested information. Home-based: provides a brief description of the location of the group cluster activities.	The proposal: Center-based: completes the facilities plan (Part F) in detail. Home-based: provides a description of the location of the group cluster activities.	The proposal: Center-based: completes the facilities plan and includes a copy of current license(s) or most recent letter of correspondence on license status (not included in five page support document limit). Home-based: provides a detailed description of the location of the group cluster activities.

PART G—KEY PERSONNEL (25 POINTS)

1. Qualifications of Key Personnel (10 points)

This chart (page 9 of the application) shows the qualifications of the key personnel for the program. Applicants must attach verification of the credentials of the following staff:

Center-Based Model:

- An Early Childhood Specialist, with a graduate degree in Early Childhood Education or Child Development, must be identified.
- Teachers must have:
 - a valid Michigan teaching certificate with an Early Childhood Specialist Endorsement (coded ZA) or Child Development Associate Credential (CDA) **OR**
 - a bachelor's degree in child care or child development **OR**
 - a Child Development Associate Credential (CDA) combined with an associate's degree in early childhood/preschool education or child development.
- Associate teachers (added to classrooms of more than eight and less than 17 children) must possess proper training in early childhood development, including, but not limited

to, a Child Development Associate Credential (CDA) **OR** associate's degree in child development or similar program as approved by the Michigan State Board of Education. This can include 120 clock hours of documented formal child care education offered by approved training organizations and approved by Department staff with no fewer than ten hours in each of the following areas (from CDA requirements):

- Planning a safe, healthy environment to invite learning
- Steps to advance children's physical and intellectual development
- Positive ways to support children's social and emotional development
- Strategies to establish productive relationships with families
- Strategies to manage an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children's behavior
- Principles of child growth and development

Home-Based Model:

- An early childhood or adult education specialist must be identified to administer or consult with the program. This specialist must have a graduate degree with background in early childhood education, child development, family life education, adult education or a related field **and** cross training in the field that is not their primary field of study.
- Home visitors must minimally have:
 - an associate's degree or bachelor's degree in child or human development, early childhood education, family life education, parenting, social work or related field **OR**
 - a Child Development Associate credential (CDA)

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-6 points)	Recommended for Funding (7-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: does not provide information about the personnel needed to implement the Michigan School Readiness Program or information is incomplete.	The proposal: identifies staff, but it is unclear how the staff identified are to be integrated into the Michigan School Readiness Program.	The proposal: identifies staff and outlines their experience as it relates to education and/or care; names "to be hired" in some circumstances without providing description of expected qualifications.	The proposal: identifies all requested staff; staff have experience backed by training and certifications necessary to implement a quality program; documentation of certification is attached.

2. Professional Development (15 points)

Applicants should address how training and technical assistance will be provided for the staff. Describe staff development activities including a plan to increase skills and awareness of child development, working with children with special needs, and other relevant topics. Staff development activities can be provided by qualified agency staff as well as outside facilitators.

Not Recommended for Funding (0 points)	Recommended for funding with Revisions (1-8 points)	Recommended for Funding (9-12 points)	Highly Recommended for Funding (13-15 points)
The proposal: does not provide for staff participation in professional development activities.	The proposal: provides a limited description of staff participation in professional development activities. Staff participate in 1-2 professional development activities per year.	The proposal: describes staff participation in professional development activities. Staff participate in a minimum of 3-4 professional development activities per year.	The proposal: provides a detailed description of how all staff participate in professional development activities. Staff participate in five or more professional development activities per year.
does not provide staff with ongoing training opportunities.	describes limited ongoing training; topics not specific to early childhood development and early childhood practices.	describes ongoing training, not all topics specific to early childhood development and early childhood practices.	provides a detailed description of ongoing training in topics specific to early childhood development and early childhood practices.
does not provide for staff evaluation and follow-up.	describes staff evaluation with no follow-up.	provides a description of staff evaluation and follow-up.	provides a detailed description of staff evaluation and follow-up for continuous development.

PART H—BUDGET (30 POINTS)

This section provides information to demonstrate that the project has an appropriate budget and is cost effective.

Budget Guidelines:

Michigan School Readiness Program competitive grant funds MAY be used to pay for the following expenditures:

- a. Instructional materials and supplies.
- b. Nutritional supplies.
- c. Teacher and aide salaries and fringes.

- d. Parent involvement activities.
- e. Transportation for students.
- f. Health support services.
- g. Student support services.
- h. Staff development and teacher/parent training (maximum of 10 percent of the total grant award).
- i. Travel necessary to enable project staff to implement the early childhood program.
- j. Office supplies and materials.
- k. Communication.
- l. Printing and binding.
- m. Rent paid to a source other than the grantee for facility or space (as approved by the Michigan Department of Education).
- n. Construction or renovation expenses related to licensing, as documented by the pre-licensing report and approved by the Michigan Department of Education.
- o. Equipment.

Competitive grant school readiness early childhood program funds MAY NOT be used to pay for:

- a. Stipends.
- b. Existing administrative, educational, or support personnel funded through other sources.
- c. Indirect costs.

1. Budget Summary (10 points)

The budget summary (Part H – page 10 of the application) must be completed and signed by the fiscal and administrative personnel of the agency/organization.

Applicants are advised to consult Appendix A of the Public School Accounting Manual to determine appropriate function and object codes for the anticipated expenses for the MSRP project being proposed. The Michigan Public School Accounting Manual is available online at www.michigan.gov/mde, click on “Keywords,” then click on “Michigan Public School Accounting Manual.” General guidance is provided below:

*Function
Codes*

- 110 Instruction—Basic Programs: This refers to classroom and home visit teaching staff who may be assigned to or hired for this project, supplies and materials, equipment (items costing less than \$5,000 per unit), classroom telephone, staff travel and mileage for home visits, and other costs related to activities.
- 120 Instruction—Added Needs: This refers to instructional activities for preschoolers as defined in special education, compensatory education, or vocational education.
- 210 Pupil Support Services: This refers to other staff (nurses, social workers, etc.) assigned or hired to support and improve the well being of students, and the expenses associated with project implementation; i.e., materials for meetings, supplies, etc.
- 220 Instructional Staff: This refers to costs for inservice training programs, conference fees, consultant costs and other staff development activities. Costs for supervisory staff assigned to manage and improve instructional services for the project are itemized in this section. Activities for program coordination and compliance monitoring are also included. A maximum of 10 percent of the allocation may be used for staff development activities.
- 230-260 and 280 Administration: Administration is limited to 10 percent of the state's portion of the grant. In subcontracted programs, the fiscal agent may retain up to 5 percent, but the total administrative cost remains capped at 10 percent. Administrative costs include other administrative, space, research, evaluation and support costs.
- 230 General Administration: In agencies, line 230 can be used for the agency's overhead costs; e.g., a percentage of the executive director's office. Costs for the required audit can be listed in line 230.
- 240 In school districts, line 240 is generally used to reflect administrative costs at the local school or program level; e.g., a portion of the principal's salary and school office when the Early Childhood Specialist or Program Supervisor is in another central location. Costs for participant recruitment and maintenance of school and program records are included in line 240; e.g., clerical costs NOT related to the supervision of teachers, which is in line 220.
- 250 Business Services: If the grant pays a portion of the business office expenses, they can be included in line 250—costs for budget, payroll, purchasing, accounting, etc. Line 256 refers to food services—but this does NOT apply to preschool snacks or lunches (they are a part of the instructional program).

- 260 Operation and Maintenance: Line 260 is included in the 10 percent administrative cap UNLESS the costs are for lease of space that is not part of the agency/district. Maintenance agreements are excluded from the 10 percent ONLY IF they are a part of a lease. Janitors and maintenance costs, utilities and administrative phones are included in line 260. Security costs are also included.
- 270 Pupil Transportation Services: This refers to the cost of buying or leasing approved vehicles to transport preschoolers to/from the program; repair, operation, and maintenance are also itemized in this section. Other direct costs such as physical exams for drivers, driver's uniforms, and driver's license are allowable.
- 280 Central Support Services: Include other central support services that are not included in the other administrative lines. Agencies may charge a portion of their overall planning and evaluation to this line item. Line 280 is part of the 10 percent cap.
- 290 Other Support Services: This refers to the cost of staff and activities which support the program and cannot be classified in preceding sections.
- 300 Community Services: This refers to the cost of supplies, materials and services necessary to implement non-education components of the programs; i.e., materials for parent meetings or workshops, child care arrangement costs during parent activities, transportation costs to parent meetings, interagency committee meetings.
- 400 Outgoing Transfers and Other Transactions: This refers to outgoing payments and/or subcontracting fiscal relationship to other school districts, agencies or organizations.
- 999 Indirect Costs: These are not allowed for School Readiness Grants.

Capital Outlay: This refers to costs in excess of \$5,000 for developmentally appropriate classroom equipment (per unit), and renovation cost, if needed, to meet Public Act 116 licensing approval.

Other: As needed; provide rationale.

Total Expenditures: This is the total to operate the program.

Line A = Total Cost to operate the program, including direct costs and local in-kind contributions.

Line B = The Michigan Department of Education share of expenditures, which is the required grant amount needed to operate the program. This must equal \$3,300 times the requested number of children.

Line C = The local share of expenditures is the local in-kind or cash contribution used to help operate the program.

Not Recommended for Funding (0-3 points)	Recommended for funding with Revisions (4-6 points)	Recommended for Funding (7-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: does not provide a budget summary or provides a budget summary that has inconsistencies.	The proposal: provides a budget summary, but expenditures do not follow the budget guidelines or request doesn't match \$3,300 per child.	The proposal: provides an accurate budget summary, expenditures as outlined in the budget guidelines, contains small typographical errors.	The proposal: provides a signed, complete, and accurate budget summary including expenditures as outlined in the budget guidelines.

2. Budget Detail (20 points)

This section will provide as much detail as possible regarding the line totals presented in the budget summary. Michigan Department of Education grant allocation amounts and the local share of expenditures (both cash and in-kind), for each line item should be listed in two separate columns.

Not Recommended for Funding (0 points)	Recommended for funding with Revisions (1-10 points)	Recommended for Funding (11-16 points)	Highly Recommended for Funding (17-20 points)
The proposal: does not provide a budget detail.	The proposal: provides a detail of expenditures not directly related to the activities proposed in the plan.	The proposal: provides a detail of expenditures directly related to the activities proposed in the plan. Some costs may not support or are in excess of what is needed to implement the plan.	The proposal: provides clear detailed expenditures directly related to the activities proposed in the plan. Costs detailed are reasonable for the quality of the project activities proposed.
	does not utilize appropriate function codes or has exceeded the maximum of 10 percent of the allocation for administrative costs and/or the staff development cap of 10 percent.	details of in-kind expenditures, if included, are in a separate column. Function codes match the budget summary. Expenditures do not exceed the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280). Staff development does not exceed 10 percent (line 220).	details of in-kind expenditures, if included, are in a separate column. Appropriate function codes, as indicated on the budget summary, are utilized; does not exceed the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280). Staff development does not exceed 10 percent (line 220).

APPLICATION CHECKLIST FOR GRANT APPLICANTS

- ☐ Did you use 1.5 line spacing?
- ☐ Is the application in a font no smaller than Times 12 point?
- ☐ Is the Narrative portion no more than ten pages in length?
- ☐ Is the Application Cover page signed by the authorized signatory?
- ☐ Is the Budget Summary signed by the authorized signatory?
- ☐ Are the relevant support documents limited to five pages?
- ☐ Are the forms/attachments completed and stapled to original and ALL four copies in the following order?
- ☐ Is the documentation of the agency/organization's status as a public or private non-profit legal entity included?

- ☐ Part A. Application Cover Sheet

- ☐ Part A. Page 1a

- ☐ Assurances and Certifications
 - ☐ Letter(s) of Commitment and Agreement from Subcontract(s)

- ☐ Part B. Acknowledgement of Effort to Collaborate (forms and letters)

- ☐ Part C. Project Abstract

- ☐ Part D. Project Fact Sheet

- ☐ Part E. Narrative Program Description
 - ☐ Statement of Need – Chart 1 (Four Year Olds Enrolled in Programs)
 - ☐ Student Recruitment and Selection
 - ☐ Proposed Project Plan
 - ☐ Parent Involvement and Family Services – Chart 2 (Advisory Committee)
 - ☐ Supplementary Child Care
 - ☐ Evaluation of Project – Chart 3 (Project Plan)

- ☐ Part F. Facility Description

- ☐ Part G. Key Personnel
 - ☐ Qualifications of Key Personnel
 - ☐ Professional Development

- ☐ Part H. Budget
 - ☐ Budget Summary
 - ☐ Budget Detail

- ☐ Attachments (if applicable)

Applications not meeting the above standards WILL BE DENIED.